**3rd Grade Reading Lesson Plans for Mrs. Dean Unit: 2 Week: 4 Story Title- *Tops and Bottoms***

**Monday** **COS** 3.1, 3.2, 3.3, 3.4 **Obj.** SW- Listen for author’s purpose; Make predictions & identify author’s purpose; Use graphic organizers to recognize author’s purpose; use context clues & antonyms to determine the word meaning.

**Method- WHOLE GROUP-** 1)Fluency Friends 2)Daily Questions: When are respect & understanding important in solving a problem? 3)TW read aloud *Why Possum’s Tail is Bare* pg 225l 4)Read/discuss author’s purpose & graphic organizers pg 224 5)Guided Practice- SW complete a graphic organizer in CPA Notebook while reading together *Salsa Garden* pg 225 6)TW review voc. pg 226b using voc. cards & education website: Waltke’s Web from Active Board

**SMALL GROUP-** Refer to Small Group Plan- Groups will read Leveled Readers with teacher~ *Growing Vegetables; Our Garden; The Magic of Coyote* (SW complete a graphic organizer to recognize author’s purpose using leveled readers.)

**CPA’s** 1)Daily Question (in a complete sentence) 2)Wkbk. Pg. 83-84 3)Vocabulary Folders 4)Missed Spelling Words 5x’s Each

**Materials:** Fluency Folders, Textbook, Vocabulary Folders, CPA Notebooks, Colors, Post It Notes, Pencil, Wkbk. Pg. 83-84

**Evaluation-** Wkbk. Pg. 83-84

**Statement of Student Engagement-** The students will complete a graphic organizer to help recognize the author’s purpose.

**Tuesday COS** 3.1, 3.2, 3.3, 3.4 **Obj.** SW- Continued from Monday; Associate consonant blends, including three-letter blends, with the letters that spell them.

**Method WHOLE GROUP-** 1)Fluency Friends 2)Daily Question: What other animals, besides a possum & a rabbit, could the author have chosen for this story? 3)Allow teams time to show/discuss graphic organizers that were created to recognize author’s purpose from leveled readers read yesterday 4) Read/discuss pg 226-227 5) Phonics Talk TE 249i

**SMALL GROUP**- Refer to Small Group Plan Page (All groups will be reading first ½ story pgs 228-237)

**CPA’S** 1)Daily Question (in a complete sentence) 2)Wkbk. Pg. 87-88 3)Spelling- Box Out spl, thr, squ, & str 4)Vocabulary Folders

**Materials:** Fluency Folders, Textbook, wkbk pg 87-88; CPA Notebooks; Vocabulary Folders; Post It Notes

**Evaluation-** Wkbk. Pg. 77-78

**Statement of Student Engagement-** The students will complete graphic organizers and answer questions that involve recognizing author’s purpose, & they will supply the correct vocabulary word in sentences.

**Wednesday** **COS** 3.1, 3.2, 3.3, 3.4 **Obj.** SW- continued Monday & Tuesday

**Method- WHOLE GROUP**- 1)Fluency Folders 2)Daily Question: How do you think Bear felt after Hare tricked him? 3) Review voc, phonics, & story

**SMALL GROUP**- Refer to Small Group Plan (All groups will be reading the rest of the story pgs 238-246)

**CPA’s** 1)Daily Question (in a complete sentence) 2)Scavenger Hunt 3)Voc. Sentences 4)Spelling Tic Tac Toe 5)Voc. Folders are DUE tomorrow!

**Materials:** Fluency Friends; Textbook; Post It Notes; Scavenger Hunt; CPA Notebook

**Evaluation-** Scavenger Hunt & Vocabulary Sentences

**Statement of Student Engagement**- The students will use skim & scan to look back through the weekly story & answer comprehension questions, & they will write a sentence for each vocabulary word to show that they understand each word.

**Thursday** **COS** 3.1, 3.2, 3.3, 3.4 **Obj.** SW complete a reading comprehension multiple choice & writing test from this week’s story

**Method-WHOLE GROUP** 1)Fluency Friends 2)Daily Question: In what way can taking personal responsibility help people achieve their goals? 2)Review the story using retelling cards 3)Review voc words 3)SW complete the reading selection test

**SMALL GROUP**- Refer to Small Group Plan (All groups will be summarizing the story.)

**CPA’S** 1)Daily Question (in a complete sentence) 2)Writing Response 3)AR

**Materials:** Fluency Friends; Textbook; Post It Notes; Voc Cards; *Tops and Bottoms Selection Test;* Writing Response

**Evaluation-** Selection Test

**Statement Student Engagement Statement-** The students will complete a weekly assessment *on Tops and Bottoms* that involves both multiple choice and writing response questions.

**Friday COS** 3.1, 3.2, 3.3, 3.4 **Obj.** SW review author’s purpose & the use of graphic organizers

**Method- WHOLE GROUP** 1)Fluency Friends 2) Preview vocabulary words with vocabulary cards; Read/discuss Family Times Wkbk. Pg. for next week’s story

**SMALL GROUP**- Teacher will meet with groups to review weekly story using graded weekly selection test; Teacher will progress monitor students for fluency/comprehension.

**CPA’s** 1)Fluency Friends 2)AR

**Materials:** Fluency Friends; Textbook; Weekly Graded Test; Family Times wkbk. pg. 91; Voc. Cards

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** The students will review the weekly story using the graded selection test.